Self-Esteem, Psychological Well-being and Academic Achievement of Adolescents Belonging to Families of low Socio- Economic Status of Punjab.

A
Synopsis
Submitted to Department of Education
DESH BHAGAT UNIVERSITY, MANDI GOBINDGARH
In Partial fulfilment of the requirement
For the Degree of
DOCTOR OF PHILOSOPHY
IN
EDUCATION

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DESH BHAGAT UNIVERSITY, MANDI GOBINDGARH

2022

INTRODUCTION:

The researcher has opted to work on Self-Esteem, Academic Achievement and Psychological Well-Being of adolescents of below poverty parents of Punjab. Adolescence is the most sensitive, important and crucial stage of development. The person is neither a child nor an adult and during this stage everything around him has a huge impact on Self- Esteem, Academic Achievement, Psychological Well-Being, adjustment and self confidence. During the pandemic many things changed in education sectors, especially offline mode to online teaching etc. The adolescents of economically weaker parents had to face peculiar problems which had a great impact on their lives. Before proceeding to understand the problem of poor parents and the adolescents who are living under poor economic conditions and analyzing the problems of economically weaker parents and their children, it is important to define the meaning of adolescence, Academic Achievement and Psychological Well-Being.

Adolescence:

As we know that Adolescence is a very fuzzy concept. It labels a diversity of young people and covers a very long development span. For this reason, most psychologists defined adolescence in general terms as a period of transition between childhood to adulthood. They acknowledged that the boundaries and the experiences are a part of life-cycle that can be subject to considerable individual variation. Adolescence is actually the second major phase in human development, it is described as the age of tears and laughter by many researchers. This is also a time when the individual lessens his/her emotional dependence on his parents, developing a mature set of values and responsible self-direction and vocational identity. The dominating task of adolescent years is the achievement of a sense of personal identification to know oneself, to commit oneself to carefully explored beliefs, purposes and values and to move into adulthood with a sense of responsibility for one's own choices. In the prevailing conditions of confusion and chaos in all walks of life, adolescents all over the world encounter highly turbulent situations. Adolescence is the stage when an individual undergoes changes in the areas of physical, social, emotional & moral and above all psychological.

Self-esteem :

Self-esteem is the axis on which the personality of a person revolves. According to the Oxford dictionary Self-esteem means confidence in your self and your abilities. It may be defined as how people evaluate themselves. Self-worth, self-regard, self-confidence, & pride are some of the synonyms. Self-esteem is an individual's feeling that she/he is competent, important, loved by others who is valued & appreciated. It involves a feeling of personal worth, self respect, adequate & self regard, including awareness & a value of dignity & uniqueness of the self as a human being. An individual self-esteem affects his total behavior that is expressed in the attitude that the individual holds toward himself. Psychologists have described self-esteem, which covers a wide range of emotions and behaviours as "a favourable or unfavourable attitude towards the self." It is affected both by our ability to control our sense and emotions and when we interact with others. Both these processes have an important impact on our feelings about ourselves. Self-esteem is the product of an evaluation process that involves judgement about the self. Self-esteem is an attitude that individuals have about themselves and is a product of the influences of culture, family, society & interpersonal relationships. It is a basic human need. Lack of it has serious negative impact such as substance abuse, suicide, depression & anxiety.In other words we can say that Self-esteem is a result of a series of value judgements made by children as they grow up and when they sort out ideas that they develop about their attributes, abilities & appearance. Self-esteem is thus conceptualized as global feelings & attitudes that children & adults have about them. In general self-esteem is an individual's evaluation of his or her self worth & also defined as the values each individual places on own characteristics, behavior & abilities. Self-esteem research can be traced back over a hundred years to the pioneering writing of William James (1890,1983). Self-esteem reflects the relationship between our success and our aspiration, Self-esteem is influenced by belief about competence. It is an integrated sum of self worth and self competence, it means students who possess positive Self-Esteem are those who feel confident about both their sense of self worth & their sense of self competence.

Self-esteem is the sum of self confidence & self respect. The description of self-esteem includes the following primary properties:

• Self-esteem as a basic human need and has an essential contribution to the life process which is indispensable to normal & healthy self development, and also very important for survival.

• Self-esteem as an automatic & inevitable consequence of the sum of an individual's choices in using their consciousness.

• Something experienced as a part or whole or background to all of the individual's thoughts, feelings & actions.

Major approaches to the study of Self-Esteem .

The first of these is a unidimensional approach, where self-esteem has an overall feeling of worth. The second is where global self-esteem is seen to be multi-dimensional and to comprise many elements. Finally,third one more complex approach, based on a differentiation. Hierarchical model, where self-esteem is seen as a set of judgments about performance in different domains.

• The Unidimensional perspective: Global self-esteem: It is important to acknowledge the contribution of Morris Rosenberg. His work is often regarded as the central reference point in the field. From this perspective, self-esteem is viewed as a generalized attitude towards the self.

• A Multidimensional view of self-esteem: There are several writers in the area of self-esteem who focus on the central importance of self-esteem, but who also look at different components of this overall judgement. Stanley Coppersmith has his major contributions to our knowledge about self-esteem and has recognized the role that parents play in the development of a child's self-esteem through their attitudes & their behaviors towards their children.

• The Hierarchical Model: This model links self concept and self-esteem very closely. In essence, the hierarchical model rests on the belief that how we feel about ourselves is influenced by a series of judgments we make in a variety of different domains.

Self-esteem at School:

Self-esteem provides motivation in order to facilitate the student's academic achievement. Self-esteem works as a mediator between ability and achievement of an adolescent. Self-esteem and achievement could influence subsequent levels of self-esteem. Students' self-esteem is also related to academic achievement. Adolescents with positive self-esteem strive for higher academic achievements and in return higher achievement will encourage their self-esteem, students with adequate self-esteem level are likely to behave nicely , as well as they are having better self evaluation & expectancy about themselves.

Feelings of confidence & self respect are as major aspects in school performance as they are in other areas of life. In addition self-esteem is greater when the overall environment of school is nurturing.

Participation in extracurricular activities, such as music, student's councils, sports & clubs.

Although school defines many goals, academic success has always been the only goal regularly monitored and addressed as the study indicator for quality of school life. The class in society which the person belongs to has a direct impact on his behaviour and self-esteem. The opinion of the peer group about him/her influences his/her Self-Esteem- if it is good, self-esteem is high and if it is bad, self-esteem is low. The situation is entirely different when it comes to grades in schools, which are both private and at least semi-public knowledge.

Psychological Well-Being:

The 21st century world is known for its high levels of stress caused by the demands of the new economy, continuous change, transformation, globalization, complexity, uncertainty and alienation. Psychological well-being means contentment, satisfaction with all elements of life and self-actualization (a feeling of having achieved something with one's life). Psychological well-being consists of effective environmental mastery, individual personal growth, personal relationship, and human being has a purpose in life, & self acceptance. Well being is a dynamic state, in which the individual is able to develop their inner role, enhance personal capabilities, productivity and creativity, build strong and positive relationships with others and contribute to the community.

There is a broad consensus that well being has three basic characteristics:

• It is grounded in each person's experiences and on his or her perceptions & evaluations of such experiences.

• It also includes positive measures,that is not merely the absence of negative aspects also .

• It includes some overall evaluation of life, usually named life satisfaction.

There are many components of Psychological well-being. Psychological well-being is a broad term, which consists of three specific & distinct components including:

(a) positive and pleasant well being (joy, happiness, elation, mental health)

(b) psychological distress or unpleasant effects (Guilt, sadness, shame, depression, anxiety, anger) (c) life satisfaction (a global evaluation of one's life).

The following are six theoretical based aspects of Psychological Well-Being Relationship:

• Engagement: The engaged life is one of the three routes to happiness. Being engaged, knowing one's strength & using them, contributes to Psychological Well-Being, flourishing & flow experiences.

• Meaning: The meaning of life is another route to happiness. The purpose in life is an essential part of psychological well-being. If people know what gives meaning & purpose to their lives & act accordingly, their level of happiness increases.

• Mastery: The dimensions environmental mastery, competence; the factors of self-esteem & mastery in his concept of flourishing , focused on generalized self efficacy & refer to self-esteem, self efficacy & locus of control in their concept of core self evaluation . All these concepts have guided research showing that feeling competent in managing daily tasks or challenges promotes well being. Mastery includes skills, accomplishment, learning, self worth, and self efficacy.

• Autonomy: It is one of the basic needs, feeling autonomous & having control of one's life is an essential part of human well being.

• Optimism: Is defined as expecting positive things in life & thinking optimistically about the future instead of having pessimistic expectations. In the past "wellness" was defined as not being sick, as an absence of anxiety, depression or other forms of mental problems. It includes meaning in life , absence of somatic symptoms, self- esteem, positive effect, daily activities, satisfaction, absence of suicidal ideas, personal control, social support, absence of tension & general efficiency. Well-being is a positive mental state that concerns effective functioning and experience. Psychological well-being is conceptualized as the combination of feeling good and functioning optimally.One aspect of well being that can be influenced by the climate and nature of learning in schools is Psychological well-being, the degree to which one possess personal meaning & self realization & lives in accordance with one's true self. Psychological well-being is associated with the successful achievement of personal goals of development, knowledge, skill, ability acquisition, mastery & overcoming challenges in life. Psychological well-being means positive mental states & happiness.It has two important facets. The first of these refers to the extent to which people experience positive emotions and feelings of happiness. Happy feeling which is the result of doing things that a person enjoys and a satisfaction that one is leading a purposeful life.

Academic Achievement :

The great Greek philosopher, Plato has given the term "Academic Achievement" which means attainment level, at which a student functions in his or her school task through a regular curriculum in a fixed place to which he named as the academy". It indicates how much knowledge and skills an individual has obtained in various school subjects.

Academic Achievement is defined by crow and crow (1969) as the extent to which a learner is profiting from instruction in a given area of learning or in other words, achievement is reflected by the extent to which skill and knowledge has been imparted to him.

Academic achievement is influenced by self-esteem, psychological well-being, social adjustment and total behaviour of the child. Academic achievement is reflected in grades or marks and on the basis of admission, promotion and selection in a particular subject or a school. Academic achievement also defines failure or success. The behaviour of parents, teachers and peer groups have a clear impact on academic achievement. As a result academic achievement builds the self-esteem of child in positive or negative attitude about himself. It has a direct relation with self-esteem, happiness and positive attitude of the students .All this indirectly or directly has an impact on his/her self-esteem, psychological well- being and academic achievement. Good mental health positively affects the child's attitude. He works hard and excels in achievement, whereas ill mental health negatively affects a child's attitude and he/she feels insecure, lonely and visualizes himself/ herself unlucky and worthless. This influences his academic achievement negatively. Psychologists assumed that the IQ was the major predictor of school achievement, but the other factors such as family background, personality characteristics, attitudes & interests also contribute to academic success and failures. One of the large scale studies conducted by "Reid (2002) stated that a national representative sample of high school students revealed that family background was a very powerful factor that influence academic achievement." Adolescents whose parents are in favour of school achievement perform better academically. There is evidence that suggests that the ways in which schools are structured and managed & the procedures adopted by many schools cause variations in academic achievement.

Need and Rationale of the Study :

Modern age is often described as an age of science and technology, scientific achievement has changed the face of the world today as we all noticed so many changes during the pandemic - in

education style, learning style, pattern etc. On one hand it has made life comfortable and easy but on the other hand it has brought some undesirable factors with it. Today's lifestyle makes demands completely different from our previous lifestyle. Industrialization has developed in big cities where life has become complex and stressful.The culture and values are undergoing a great change. The modern age demands an impact on the culture and values of other countries, and has a clear impact on our social, personal, academic, economic and job scenarios. As a result the adolescents of our age are under great pressure to meet the demands of today's competition. But in covid-19 students' psychological well-being has declined due to depression, anxiety, bullying and aggressive behavior due to non availability of the proper facilities. To assess teaching effectiveness, educational, & positive psychology, researchers are now encouraging schools to focus on students' self-esteem, academic achievement and Psychological Well-Being .

The following are the needs to study psychology of adolescence:

- Understanding developmental changes
- Maintenance of mental health
- Adjustment to responsibilities
- Planning curriculum and education
- Curiosity

The social and family structure and relationships are also changing.

In today's scenario Covid-19 has adversely affected the education system in India as students were largely dependent on their teachers for concept building and problem solving. As education departments were shut down without any prior intimation, there was hardly any preparation to cope with such a situation. Our education authorities tried to face it with a hit and trial method without keeping in mind the impact of it on young minds. Online classes were emphasized. Though reality is the lack of internet facilities and equipment in large numbers. Poor family background has no gadgets and internet facilities.

Those who really wanted to study had no access to smartphones. Even if they sit for online classes, the classes were marred by poor connectivity. So, in the end, intelligent, average and below average, all students scored well. This largely demoralized the intelligent students. Because, study well or not, good marks were ensured. The whole one year of lockdown and online classes have dragged our education system backwards. The losses cannot be met even in 5 years. It's a challenge for adolescents who are very poor . So, there is a need to research on self

esteem, academic achievement, psychological well-being of adolescents of below poverty parents.

Parents have a great impact on children and develop courage and determination and a positive set of mind with high esteem to succeed in life. But some children have low esteem, stress, despair and a negative set of mind. Some parents are themselves under stress due to low economic conditions, and so, they can't give positive support to the child. Their negative scenario negatively affects the development of the child on his personality, social relationships, behavior and academic achievement. These children as well as parents living in low economic conditions need our support and encouragement. Parents undergo many problems which affect their mental health and sometimes it leads to great depression and anxiety. The parents have to raise adolescents and run a system of financial & psychological support. But nowadays due to the pressure of technology, poor people are not able to walk along with technology and facilities that an above average man can afford. So that's why to give our support and solve their problem, first one has to understand their problem. This attracted the researcher to work in this field.

Statement of the Problem

"Self-Esteem, Psychological Well-being and Academic Achievement of Adolescents Belonging to Families of Low Socio- Economic Status of Punjab".

Objectives of the study:

1. To study the self-esteem of male and female adolescents belonging to families of low socio- economic status of Punjab.
2. To study the self-esteem of rural and urban adolescents belonging to families of low socio- economic status of Punjab.
3. To find out psychological well-being of male and female adolescents belonging to families of low socio- economic status of Punjab.
4. To find out psychological well-being of rural and urban adolescents belonging to families of low socio- economic status of Punjab.

5. To study the relationship of self-esteem and academic achievement of male and female adolescents belonging to families of low socio- economic status of Punjab.
6. To study the relationship of self-esteem and academic achievement of rural and urban adolescents belonging to families of low socio- economic status of Punjab.
7. To study psychological well-being and academic achievement of male and female adolescents belonging to families of low socio- economic status of Punjab.
8. To study psychological well-being and academic achievement of rural and urban adolescents belonging to families of low socio- economic status of Punjab.

Hypotheses:

1. There will be no significant difference between self-esteem of male and female adolescents belonging to families of low socio- economic status of Punjab.
2. There will be no significant difference between self-esteem of rural and urban adolescents belonging to families of low socio- economic status of Punjab.
3. There will be no significant difference between psychological well-being of adolescents male and female belonging to families of low socio- economic status of Punjab
4. There will be no significant difference between psychological well-being of adolescents male and female belonging to families of low Socio- economic status of Punjab
5. There will be no significant relationship of self-esteem and academic achievement of male and female adolescents belonging to families of low socio- economic status of Punjab.
6. There will be no significant relationship between self-esteem and academic achievement of rural and urban adolescents belonging to families of low socio- economic status of Punjab.
7. There will be no significant relationship between psychological well -being and academic achievement of male and female adolescents belonging to families of low socio-economic status of Punjab.
8. There will be no significant relationship between psychological well -being and academic achievement of rural and urban adolescents belonging to families of low socio- economic status of Punjab.

Operational definitions

Self-Esteem: In the present research the self-esteem refers to an individual's feeling that She/he is a competent, powerful and worthwhile person who is valued and appreciated.

Psychological Well-Being: In the present research psychological well-being means a general sense of emotional health as evidenced by high self-esteem and conducive relation with others, and a lack of anxiety, depression, and deviant behavior.

Academic Achievement: Academic achievement is denoted by academic performance of the previous class of adolescent students in schools.

Adolescence: Here the adolescence word refers to the students/children of 12-18 age group.

Review of Related Research Literature :

Related literature is the foundation on which any future study can be found which provides ideas, theories, explanations, hypotheses , methods of research and other valuable information regarding the problem in hand. Study of related literature implies locating, reading & evaluating reports of research as well as reports of casual observation and opinion that are related to the individual's planned research project. Review of related studies helps the researcher to understand what is already known, what others have attempted to find out and what one can add to it. Thus it is a complete picture of the background of one's study which is put together step by step.

In a broader context Hart (1998) lists the following purposes of review:

• Discovering important variables relevant to the topic;

• Distinguishing what has been done from what needs to be done;

• Identifying relationships between ideas and practice;

• Synthesizing and gaining a new perspective;

• Establishing the context of the topic or problems;

• Placing the research in a historical context to show familiarity with state-of the-art developments.

• Identifying methodologies and techniques that have been used;

• Relating ideas and theory to applications;
• Understanding the structure of the subject;
• Enhancing and acquiring the subject vocabulary;
• Rationalizing the significance of the problem; Since effective research is based upon past knowledge, this step helps to eliminate the duplication of what has been done & provides suggestions for significant investigations.

Self-Esteem and Psychological Well-being

Wilkinson (2004) studied the role of parental and peer attachment in the psychological health and self-esteem of adolescents. The result indicated self-esteem was a determinate of how influential peer and parental attachment were in regards to adolescent psychological health. The adolescents' level of self-esteem determined how impactful peer and parental relationships were in determining their psychological health.

Golan & Henrich (2010) studied self-esteem in adolescents. Findings revealed that self-esteem was weaker in early adolescents than in mid late adolescents although formal tests revealed that these differences were statistically significant for early adolescent boys not girls.

Sarkova et.al. (2010) explored the associations between adolescents assertive behaviour, psychological well-being and self-esteem. Researcher took a sample of 1023 students. The data was analyzed with stepwise linear regression. They found that the more anxious respondents felt in assertive situations, the less frequently they engaged in these situations; and that both dimensions of assertiveness were associated with psychological well-being and self-esteem.

Padhy et a. (2011) conducted a study on self -esteem and subjective well-being, with academic achievement of students. The results revealed that there was a significantly positive relationship between self-esteem, subjective wellbeing and academic achievement.

Dogan et.al (2013) examined the effects of self-esteem, psychological well-being, emotional self-efficacy and affect balance variables on happiness. He found that there was positive and significant relationship between psychological well- being, emotional self-efficacy and affect balance and psychological well-being and affect balance have positive effects on self-esteem and

happiness, he also revealed that emotional self-efficacy has a positive effect on self-esteem and that self-esteem has a positive effect on happiness

Sahin et al, (2013) investigated parental education level andself-esteem of Turkish adolescents. Results revealed that there were no significant differences in self-esteem scores according to age and grade level. However, there were significant differences in self-esteem scores with regard to the education level of the mother and the father.

Self-Esteem and Academic Achievement:

Legum & Hoare (2004) studied the impact of a career intervention on at-risk middle school students' career maturity levels, academic achievement and self-esteem. It was found that the sample's career maturity, attitude and competency level and academic achievement improved, such increases were not statistically significant.

Verma & Sood (2004) studied the approaches of distance learners,impact of achievement, Locus of control and self-esteem. The results revealed that academic achievement and locus of control had a significant relationship with surface approach to studying while self-esteem influenced significantly both the approaches of distance learners, i.e. deep approach and surface approach.

Pepi et.al (2006) studied personal conceptions of intelligence, self-esteem, and school achievement in Italian and Portuguese Students. Result revealed that the causal relationship between self esteem and academic achievement can be bidirectional. While self esteem is powerfully influenced by results achieved and appreciation shown by others from primary school on, it is also a good predictor of academic success.

Roman et.al (2008) examined the interrelationships between self- esteem, others' expectations, family support, learning approaches and academic achievement. Researchers found that self-esteem had a positive effect on achievement among university students.

Abraham(2010) assessed emotional intelligence, self-esteem and academic achievement of professional course students. The findings of the study revealed that no significant difference exist among the mean score of emotional intelligence of affiliated colleges professional course students. There exists no difference between the mean score of self-esteem of male & female students of the courses medicine, dentistry, homeopathy, nursing, education and physical education. There is a direct significant relationship between emotional intelligence and self-esteem of professional course students.

Das and Pattanaik (2013) studied self-esteem, locus of control and academic achievement among adolescents. It was found that self-esteem and locus of control both have significant effect on the academic achievement of adolescents.

Pandaya & Mohini (2015) assessed personality, academic achievement and self-esteem among adolescence. The result found that there is a significant difference in the main impact of variable on introvert personality of adolescents & there is a positive correlation between introvert personality & academic achievement.

King & Chi (2017) showed that self-esteem had a positive impact on psychological well-being in a study conducted in China. A sample of 847 students were taken by involving a broad sample of students in it is evident that students who have high self-esteem demonstrate high life satisfaction and meaning in life as well.

Wantur et.al (2020) measured the mediating effect of psychological wellbeing in the relationship between university students' self-esteem and their academic achievement, as well as examining the direct and indirect effect of peer-support to academic achievement through psychological wellbeing. Results indicated that there was a positive and significant mediating effect of psychological wellbeing in the relationship between self-esteem and students academic achievement. Researcher also concluded that both psychological wellbeing and peer- support play significant roles in supporting the academic achievements of students.

Cicek (2021) examined the mediating role of self-esteem in university students in association with loneliness and psychological and subjective well-being. The sample consisted of 340 university students, including 118 males and 222 females. Results showed that loneliness was significantly and negatively associated with self-esteem, psychological well-being, and subjective well-being. Self-esteem was significantly and positively related to psychological well-being and subjective well-being. Researcher also compared male students, female students and found that greater self-esteem, psychological and subjective well-being and they reported lower loneliness. Mediation analysis revealed that loneliness was a significant and negative predictor of self-esteem, psychological and subjective well-being. Self–esteem partially mediated the association between loneliness and well-being outcomes and it significantly and positively predicted psychological well-being and subjective wellbeing.

Bean (2003) conducted a study to see the impact of parental support, behavioral control, and psychological control on the academic achievement and self-esteem of African American &

European American adolescents. The result indicates that supportive behavior of African American mothers toward their adolescent children positively predicted both academic achievement & self-esteem. Psychological control was significantly related to adolescents self-esteem in both the models of parental parenting (African American & European American) and maternal parenting (African American). In addition, among European American adolescents, behavioural control was a significant predictor of academic achievement and self-esteem.

Flouri & Eirini (2006) investigated parental interest in children's education, children's self-esteem and locus of control, and later educational attainment. Results revealed that although mother's and father's interest in their children's education were not linked to educational attainment via their impact on children's self-esteem or locus of control, they were significant predictors of educational attainment especially in daughters.

Subon (2007) conducted a study to find relationship between self-esteem and academic achievement among undergraduates in Malaysia, is still understudied and the lack of literature necessitates an empirical study. He explored the relationship between self-esteem and academic achievement among undergraduates of a private university in Malaysia. He also investigated if there is any significant difference in self-esteem and academic achievement between genders. A significant difference in academic achievement between male and female students was established. However, the independent t- test result revealed an absence of significant difference in self-esteem between male and female

students

Freih E. A. (2005) studied academic achievement and its relationship with anxiety, self-esteem optimist and pessimism in Kuwaiti students. The finding of the investigation were the significant position correlation and self-esteem where as the correlation were negative between academic achievement and both anxiety and pessimism.

Lackner (2014) investigated the relation between self- esteem and academic achievement in African Americans: Merging Social Psychology and a Jesuit Education. This meta-analysis examines the correlation between self-esteem and academic achievement in African Americans across 27 separate studies (resulting in 41 measures of effect size) that included 9872 individuals in total

Arshad et.al. (2015) assessed the self-esteem and academic performance among university students after arising of several behavioral and educational problems. A sample of 80 students,

40 male students and 40 female students were selected through purposive sampling from G.C University Faisalabad. It was found that there was a significant relationship (r=0.879, p<.01) between self-esteem and academic performance. Moreover, a significant difference was found between male and female students on self-esteem and academic performance scores, which indicate that female students have high scores on academic performance as compared to male students and male students have high scores on self-esteem as compared to female students.

Bhagat (2016) conducted the study with the purpose to see the relationship between self- esteem and academic achievement of secondary school students. The sample consisted of 400 secondary school students of 9th class studying in government and private schools of Jammu district. Self-esteem inventory prepared by M.S. Prasad and G.P. Thakur (1977) was used to collect data. Total marks obtained by particular student in the previous examination were taken as academic achievement of students. The collected data was analyzed with the help of Pearson product moment correlation (r).The results of the study showed that a positive and significant correlation between positive-self males and their academic achievement. A positive and significant correlation was found between negative-self females and academic achievement. A positive but not significant correlation was found between positive-self females with their academic achievement. A positive but not significant correlation was found between negative-self males and academic achievement of secondary school students

Academic Achievement and Socio-Economic Status :

Gooding (2001) studied the relationship between parental educational level and academic success of college freshmen. The findings of the study indicated that parents' educational level, family structure/marital status, and income range have a positive influence on their student's academic potential and achievement.

Hong & Ho(2005) conducted a study on effects of parental involvement on student's achievement. The findings of the study revealed that greater parental involvement, in terms of communication and educational aspirations for children to enhance students' educational aspirations and students locus of control, significant ethnic differences in the direct effects of parental involvement on academic achievement it also consistent indirect effects, mediated by student educational aspiration, across all ethnic groups for initial status and subsequent

academic growth. They also concluded that indirect effects, mediated by student locus of control, across all ethnic groups for initial achievement status only.

Parida (2005) undertook a study on the impact of socio-economic status on the academic performance of secondary school students. A sample of 300 secondary school students from Sambalpur district of Orissa were taken with the help of simple random sampling technique. The findings were that there was a significant positive correlation between socio-economic status and their academic performance. Further, the students belonging to the high socio-economic status had more academic achievement than the low socio-economic status children.

Sharkey (2008) studied the relationship between some psychological factors and socio-economic status with academic performance of secondary school students. Significant factors at the student level were student's locus of control, self-esteem, peer academic value, parental expectation and parent-child communication along with the student's socio-economic status had significant impact on their academic performance.

Kainuwa & Yusuf (2013) explained the role of socio-economic background in the self-concept and educational success of Nigerian youth and proved the impact of students' socio-economic background on the self-conceptual and educational performance of high school students in Anamba, Nigeria researcher took a total number of 80 students, 40 male students and 40 female students were selected through purposive sampling from G.C University Faisalabad. The score of male and female students was compared. Pearson's Product Moment and the t-test were used for statistical significance of data. It was found that there was a significant relationship ($r=0.879$, $p<.01$) between self-esteem and academic performance. Moreover, a significant difference was found between male and female students on self-esteem and academic performance scores, which indicate that female students have high scores on academic performance as compared to male students and male students have high scores on self-esteem as compared to female students

Gobena (2018) investigated the effect of family socio-economic status on students' academic Achievement. Descriptive survey research design was employed. The target population was students from the College of Education and Behavioural Sciences. 172 students were taken from the target population through stratified random sampling. The results showed us that first, family

income did not bring anything new to students' academic achievement; second, there was statistically significant negative relationship between sex and students' academic achievement; finally, family education level contributed 40.96% (R2*100%) to students' academic achievement whereas 59.04% (1-R2)*100%) were unexplained variables that contributed to students' academic achievement. It was recommended that families should access education to encourage their children in schools.

Lee et al. (2007) conducted a study on the effects of parent's gender, child's gender, and parental involvement on the academic achievement of adolescents in single parent families. The results indicated that parent gender and child gender interact with parent involvement to affect adolescents' academic achievement differentially. Specifically, daughters who lived with highly involved single-fathers performed better academically than the other groups did.

Yousefi et al. (2010) studied effects of family income on test-anxiety and academic achievement among Iranian high school students. The finding shows that family income significantly affected academic achievement.

Bhargava (2012) studied parental encouragement among the urban and rural senior secondary students of Delhi in relation to their academic achievement. The study concluded that the urban adolescent students got more parental encouragement than the rural adolescent students. academic achievement level of students in urban areas is higher than that of students in rural areas.

Yadav (2013) conducted a study on academic achievement among high and low parental encouragement group of students. The finding of the present study clearly indicates the impact of parental encouragement on the students 'scholastic performance. The mean achievement scores of high parental encouragement group were found higher than the low P.E. group in each case i.e. boys, girls and total students.

Bilal et al. (2013) studied effects of nuclear and joint family systems on academic achievement of students. It is concluded that both family systems have a significant relation with the academic achievements. Both, nuclear and joint family systems, effects on the academic achievements of the students.

Kumar & Lal (2014) studied of academic achievement in relation to family environment among adolescents. The result demonstrates that adolescents experiencing healthy family environments

are found to have higher academic achievement in comparison to children belonging to low family environments.

Adzido et al. (2016) assessed the family income on academic performance of tertiary students. Researcher found a mixed significant relationship between higher family income and better students' academic performance based on the students' cumulative grade point average (CGPA).

Kumar & Dhillon (2017) investigated academic achievement of students in relation to working status of mothers. The finding of this study shows that students of working mothers do not differ significantly from students of non working mothers on academic achievement, Further, the findings of the study reveals that girls and boys of working mothers do not differ significantly on academic achievement and shows that girls and boys of non -working mothers show significant difference in academic achievement.

Mohammad et.al. (2018) found correlation of family functioning and parental abuse with students' academic achievement: The mediating role of social adequacy and academic self-efficacy. Results showed that the coefficients of the effect of family functioning on the academic achievement and self-efficacy were significant.

Self -Esteem and Socio-Economic Status

Reijneveld et.al. (2010) studied socio-economic differences in self-esteem of adolescents influenced by personality, mental health and social support and found that Results indicate that personality dimensions and mental health subscales contribute to the association between family affluence and self-esteem.

Aggarwal (2021) studied the effect of family environment on self-esteem of adolescents in relation to their socioeconomic status. A study was conducted to find out the effect of family environment on self- esteem of adolescents in relation to their gender and socio-economic status. For this study the data was collected by using tools- Family Environment Scale (FES) by Sanjay Vohra and Coppersmith Self-Esteem Inventory (CSEI) by Coppersmith. The main objective of this study was to find out the extent to which the family environment of an individual affects his/her self-esteem. Socio-economic differences between these relationships were also studied. Total sample consisted of 108 class XI standard of the age group 15-17 years were taken from both private and government schools of Delhi on the basis of their parent's education and occupation. Data was analyzed by product- moment correlation coefficient method. The result of

this study indicates that cohesion, expressiveness and independence dimensions of the family environment have a crucial impact on adolescents' self-esteem. However, the organization dimension did not seem to be related to self-esteem. The relationship of cohesion with self-esteem differed significantly with respect to socio-economic status of the participants. Socioeconomic differences had also been obtained in the relationship of expressiveness and self-esteem.

Keijer (2021) studied the effects of socioeconomic status and parenting values on adolescents' expected field of study. Results show that parental economic status increased the likelihood of adolescents expecting to opt for extrinsic rewarding fields of study. Adolescent girls, not boys, with high cultural status parents were more likely to expect to opt for intrinsically rewarding fields of study. An upbringing that is characterized by conformity increased the expectations of boys to choose an extrinsically rewarding study, while self-direction increased the expectations of girls to opt for an extrinsic field of study.

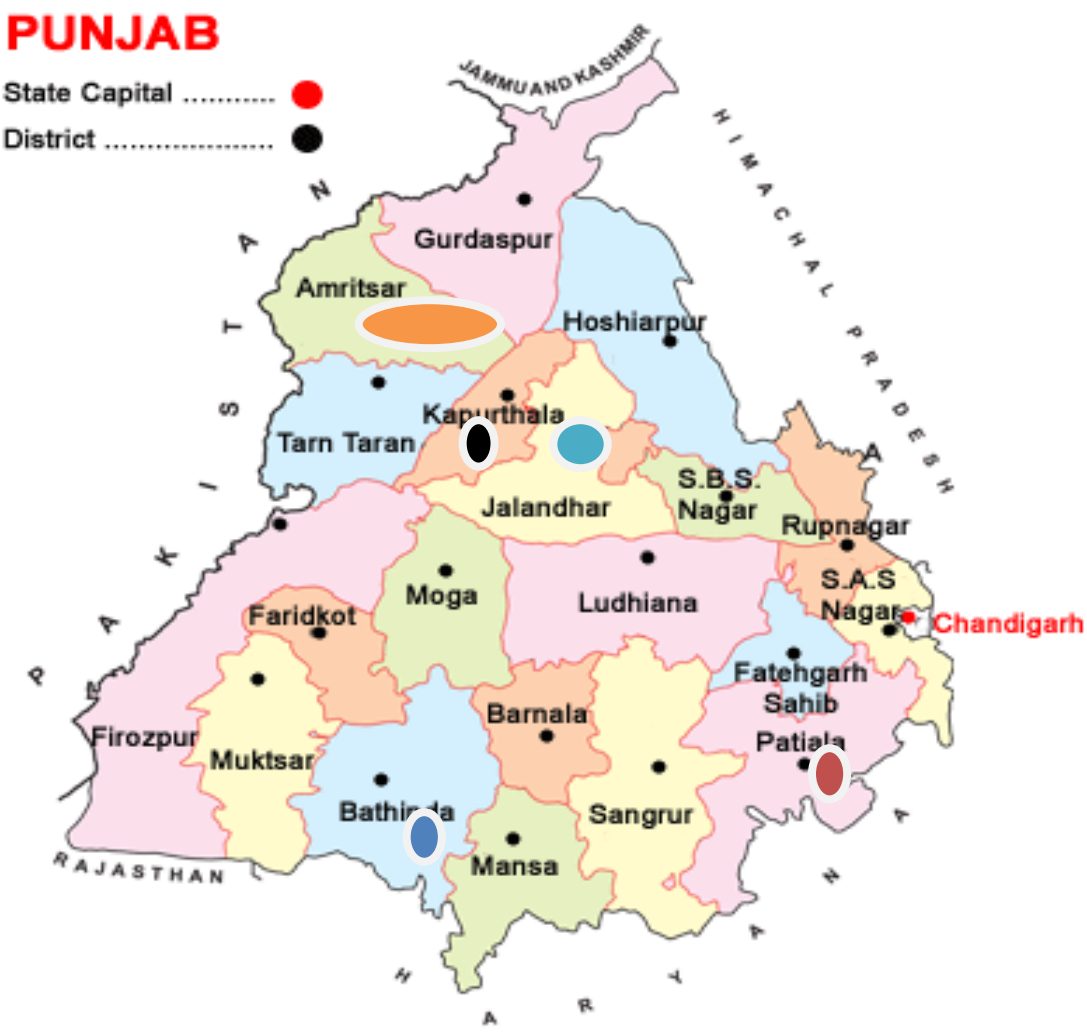
Methodology:

Universe of the Study and Sampling:

The universe of the study will consist of the adolescents studying in grade X in different schools of all the 22 districts of Punjab. The 22 districts of Punjab will be divided into three groups on the basis of their location in the three different regions of Punjab, namely: Majha Malwa and Doaba. Two districts from each of these three regions will be randomly selected for the sample.

Sampling Size:

The sample of the present study will comprise of 600 adolescents which will be randomly selected from the adolescents studying in grade X in various schools of the six selected districts of Punjab. From the schools of each selected district, 6 government senior secondary schools (3 from rural areas and 3 from urban areas) will be selected randomly. Out of these 36 schools, 7 to 10 male adolescents and 7 to 10 female adolescents will be selected from each school. As a result the total number of adolescents selected from each school will be 15 to 20. In this way, 300 adolescents will be selected from rural areas and 300 from urban areas. Out of both these rural and urban groups of 300 each, 150 will be males and 150 will be females.



Research Tools :

Standardized tools will be used for measuring self-esteem and psychological well-being constructed by Sudha Kumari Sharma & Md. Sarwar Hossain(2015), & by D.S Sisodia & Pooja Chaudhary(2012). And socio-economic status scale by Dr.Meenakshi Sharma(2012).

Scoring of the Tests:

Scoring of the response sheets will be done strictly in accordance with directions given in their respective manuals. Hand scoring will be done by using respective keys for scales.

Statistical Techniques Used:

t-test, regression & correlation will be applied and in qualitative analysis by the researcher.

Chapter Scheme:

i. Introduction

ii. Review of Related Literature

iii. Methodology

iv. Summary, Conclusions and Educational Implications

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Appendices

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